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ABSTRACT

More than 300 ideas are offered in this book as effective ways of using the newspaper for teaching in various subject areas. The first portion of the book contains a message to the teacher, a pretest for students in grades 5 through 12, and a section on introducing students to newspaper components and terminology. The major part of the book presents classroom activities that utilize the newspaper in the following content areas: reading and language arts, social studies, mathematics, science, and consumerism. (RL)

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AMERICA HELD HOSTAGE — A 16-PAGE PULLOUT

Index

Weather

Mostly cloudy today through tomorrow. High in upper 30s today, near 40 tomorrow. Chance of rain 20 percent today, tonight. For details, see Page B2

THE MORNING CALL

LEHIGH VALLEY'S GREATEST NEWSPAPER

ALLENTOWN, PA. 18105, WEDNESDAY, JANUARY 21, 1981

25¢

ALIVE, WELL, FREE

ED206010

...so happy to ...y boy ...ng to ...a and be a ...an . . . I ...can't believe

Mrs. Theresa Lodeon, mother of Bruce Berman

Relatives of hostages weep, rejoice

...we are ... delighted to a... the respo... seei...

Patriotic barber not at Arlington

Government the problem

Martin Tregoe

Ronald Reagan takes oath as wife Nancy looks

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MAKE IT RELEVANT

A GUIDE FOR USING THE NEWSPAPER IN THE CLASSROOM

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Educational Services Dept
Call-Chronicle Newspapers, Inc
Allentown, PA

INTRODUCTION

In the early 1960's, a cry for "relevance" in education arose from students. Parents, educators, politicians and business leaders soon joined that cry for realistic courses that effectively prepared students for life beyond the school walls.

Today the demand for education that relates to the real world is still there. But bringing education up-to-date and making it relevant to the students' needs is more challenging that it sounds, for even the newest textbooks are at least a year behind the times. And the best of them have little to do with students' chief interests --- the happenings in their own communities.

There's a new "textbook" printed every day that can help teachers meet the challenges of their job and make that job a little easier --- the daily newspaper. More and more teachers are finding it a dynamic tool for preparing students to function effectively in an ever-changing world.

The daily newspaper can provide very definite benefits to educators who utilize them to teach. Used as a supplement or a text, it can be a goldmine for lessons in basic skills and life skills. It contains history as it happens, practical math and vocabulary and excellent models of writing. It offers within its pages something for every student interest and ability. It is inexpensive and up-to-date. In fact, it is probably the most current, least expensive text you can buy. It is also innovative and motivating. Because it deals with real world topics, the newspaper can bridge the gap between classroom theory and real life experiences. In addition to all this, it covers a subject no other text can --- the local scene.

As part of the Call-Chronicle's Newspaper In Education program, Mary Steigerwalt, former director of the program, developed ideas for using the newspaper in various subject areas. Through her own teacher training and with the help of teachers throughout the Lehigh Valley, she learned effective ways of helping teachers use daily newspapers to "make it relevant" for their pupils. More than 300 of Mrs. Steigerwalt's best ideas are included in this book, many of which were tested in local classrooms.

The Call-Chronicle Newspapers, Inc. is proud to offer this book to all teachers who wish to use the newspaper as a resource for their students. I hope you'll give it a try!

DONNA HAGGERTY
Educational Services Coordinator

MESSAGE TO THE TEACHER

Few, if any, textbooks are as up-to-date, inexpensive, all-encompassing, relevant and motivating as the "living textbook" -- the daily newspaper.

Because of its versatility and popularity with students and teachers, the newspaper is being delivered to thousands of classrooms across the U.S. and Canada daily.

"Make It Relevant" was developed to help teachers meet the three objectives of the Newspaper-in-the-Classroom program:

-- to instill in students the regular habit of newspaper reading, not only for today, but for the future.

-- to give students an awareness and appreciation of the importance of the free press in a democratic society.

-- to give teachers and students a flexible, up-to-date instructional strategy which offers a refreshing change from traditional textbooks.

Activities suggested in "Make It Relevant" were designed to be used with any of the following teaching methods:

Learning stations
Silent directed reading
Discussion
Group activities and research
Role-playing
Bulletin board displays and scrapbooks
Art -- posters, murals, timelines, illustrations

Before beginning instruction with the daily newspaper, it might be helpful to administer a short quiz to determine your students' newspaper habits and the extent of their newspaper training.

The following pre-test was designed for students in grades 5-12:

Newspaper Habits Inventory

1. Does your family subscribe to a daily newspaper?

_____ Yes _____ No Its name _____

2. How often do you read the newspaper?

_____ Almost every day
_____ Occasionally
_____ Rarely

3. How much time do you spend reading the newspaper every day?

_____ One hour or more
_____ A half-hour
_____ 15 minutes or less
_____ Not at all

4. Can you remember the idea behind any headline you read recently?

_____

5. Check the parts of the newspaper that interest you:

_____ Advice columns	_____ Editorial cartoons	_____ Movie ads
_____ Business news	_____ Fashion news	_____ Pictures
_____ Comics	_____ Front page	_____ Sports
_____ Crossword puzzles	_____ Food ads	_____ TV Notes
_____ Dept. store ads	_____ Horoscopes	_____ Want ads
_____ Death notices	_____ Letters to the Editor	_____ Wedding news
_____ Editorials	_____ Local news	_____ Weather news

6. Which part of the newspaper interests you most?

_____

7. Do you page through the entire newspaper? _____ Yes _____ No

Newspaper Habits Inventory, continued

8. Do you follow important news stories from day to day?

_____ Yes _____ No

9. How much of what you read in the newspaper do you believe?

_____ All of it
_____ Most of it
_____ Some of it
_____ None of it

10. Where do you get most of your information about current events?

_____ Conversation
_____ Observation
_____ Magazines
_____ Radio
_____ Television
_____ Newspapers

11. What is an editorial?

_____

12. What does the abbreviation AP stand for? _____

13. What does the phrase "freedom of the press" mean?

_____

_____

14. What are the names of the newspapers in your local community?

_____

15. Are all newspapers alike? Explain. _____

_____

INTRODUCING THE NEWSPAPER
The newspaper has something for YOU!

Have students identify local and non-local newspaper stories by placing a large "U" on all stories about the U.S., a "P" on all stories about Pennsylvania and a large "A" on all stories about Allentown. (This last letter can be changed to correspond to your town.)

How much of the news affects your students in some way?

Does your newspaper have a special section for local news? (Local news is generally found near page five.) Which sections of the newspaper offer news of special interest to young readers?

INTRODUCING THE NEWSPAPER
Sections of the newspaper

Make a bulletin board display of each of the sections of the newspaper -- international and national news, local news, classified ads, sports, comics, etc.

Then, ask your students to draw pictures of the types of people who would be interested in each section of the paper. (Examples: Parents -- food ads; businessmen -- stock listings; teen-agers -- movies)

Why does the newspaper have so many different types of news?

INTRODUCING THE NEWSPAPER
Sections of the newspaper

As a way to review the sections of the newspaper, clip a variety of headlines pertaining to each of the various sections of the newspaper. Ask students to guess which section each headline came from.

(Example: "Low steel output idles cargo boats" -- financial news; "Around the Valley" -- local news.)

INTRODUCING THE NEWSPAPER
Finding information; index

As a way to introduce students to the layout and sections of the newspaper, mimeograph a list of questions for them to answer, using

the newspaper as their only source of information. (It might be helpful to point out the index and discuss its purpose.)

Sample questions:
What will the weather be like tomorrow? Tonight?
What was the final score in the game between ...?
Of the movies currently in town, which would you most like to see? Who is in it?
Do you think you'd like the recipe in this morning's paper? Why or why not?
What is the name of your favorite comic strip? Who is in it?

INTRODUCING THE NEWSPAPER

Functions of the newspaper

The newspaper is meant to answer various needs of the community. Some of them are:
to report the news accurately and adequately
to interpret the news
to comment and editorialize on the news
to help the community carry on its business transactions
to entertain, amuse, give enjoyment
to help solve community problems

Look for articles that match these objectives.

FREEDOM OF THE PRESS

Clip one story from each classroom copy of the newspaper. Then, distribute the papers to your students. Note their reactions on receiving a "censored" copy.

Use this as a stepping stone for a discussion of freedom of the press and press censorship.

FREEDOM OF THE PRESS

Freedom of the press is guaranteed under the first amendment of the Constitution. But do your students really understand the meaning of the phrase "freedom of the press?"

Have your students look through the newspaper for articles about government policies or government leaders that would never have appeared in the newspapers of a communist or totalitarian country. Clip those articles out of the paper. Would your students be satisfied with a newspaper that carried no government news?

FREEDOM OF THE PRESS
Debate topics

In conjunction with a unit on the newspaper, organize a debate on one of the following topics:

1. Should newspapers be allowed to criticize the government?
2. Should the government control news in time of war?
3. Should newspapers publish the names of juvenile offenders?

(Stress the importance of backing up a statement with facts, figures and quotations.)

COMPARING TYPES OF MASS MEDIA

Ask your students to clip a copy of a particular article appearing on the front page of the morning's paper. Then, compare that article with a radio news broadcast and a television news cast covering the same story.

(Radio broadcasts can be taped during a free period for handy reference.)

Which facts about the story did all three reports cover?
Which type of media was the most up-to-the-minute?
Which offered the most details?
Which offered the most visual coverage? (pictures)
Which report could be checked again in case of a question?
Which was the most convenient whenever you wanted it?
Could you tell from the radio or television news program how the announcer felt about the story?
What are the advantages and disadvantages of each type of media?

GOOD AND BAD NEWS

News comes in all forms -- good and bad. But, readers often dwell on the bad news, saying that bad news is all the newspaper prints.

Ask your students to go through the newspaper, marking an "X" on the articles which contain bad news.

Are most of the stories good news, bad news or merely "news?"
Which stories affect the most people?

Two popular expression are: "No news is good news," and

"What you don't know can't hurt you." Are these statements really true?

WHERE DOES NEWS COME FROM?

Where does news come from? Obviously, some comes from the international and national wire services. And, some stories are written by local reporters. Many stories can be assigned well in advance. But others must be dealt with the moment they happen.

Examine the newspaper, and make a list of all the ways the newspaper gets the news. Which stories and syndicated features might have been sent in by mail? Which might have been related over the phone? Which stories came from the wire services? etc.

WIRE SERVICES

Point out the letters "AP" at the beginning of a news story on the front page.

What do these letters stand for? (Associated Press) What does it tell us when a story starts with the letters "AP?" (That the story was sent "over the wires.")

Why do newspapers subscribe to wire services? (If they didn't it would be difficult to get news from areas outside the immediate area, and almost impossible to get stories from around the world. Getting stories over the wires in printed form is much faster than getting a story over the telephone.) Do you know the names of any other wire services? (UPI -- United Press International; New York Times News Service; Chicago Daily News; Newspaper Enterprise Association -- NEA, etc.)

Dramatize the need for wire services by asking students to cut out all the stories sent by the wire services and used in one day's edition.

GATHERING THE NEWS FROM NEAR AND FAR

Ask your students to page through the newspaper, cutting out two local stories, two state stories, two national stories and two international stories.

How was the information for each story gathered? (News releases, telephone, on-the-scene reporting, correspondents, branch offices, national and international wire services, etc.)

NEWS PLACEMENT
How "new" is the news?

Does news grow old? Have students trace a news topic in the daily paper from the day it first appeared to the day it disappeared.

Post all stories with the day they appeared and compare their length. On which day was the story the longest? The shortest? Where did the story appear the first day -- toward the front or the back of the paper? Where did it appear the last day?

Who decides where a story should be placed in the paper? (the editor) Who decides how long a story should be? (the editor) On what does he base his decision? (See next activity.)

NEWS PLACEMENT
Judging the news

To help students gain a better understanding of how editors decide which stories to place on the top of the front page (the most important position of the paper), copy the headlines of 15 news stories on the chalkboard. Use headlines from the first three pages of the newspaper.

Ask your students to pretend they are newspaper editors and choose the most important stories to place on page one. Have students rank the stories from 1-15 in order of news value.

Compare their answers with the arrangement of the headlines in the day's paper.

How did your students make their choices? Editors base their decisions on the following news factors:

Timeliness (Did it just happen?)
Proximity (It it close enough to interest our readers?)
Consequence (How does this affect people?)
Prominence (Are the people, places or events familiar?)
Suspense (What will happen next?)
Oddity (Man-bites-dog story)
Conflict (Who will win? Who is right?)
Human interest (Does it touch emotions?)
Progress (Does it tell of advances in medicine, education, etc.?)
Magnitude (Even though it didn't happen here, this might interest our readers -- $7-million robbery in England.)

SKIMMING THE NEWSPAPER

Try this test with your students:
Ask them to mark off the upper one third of a news story they think they would like to read. Then, ask them to read the portion they marked off.

When they have finished reading, ask everyone to jot down as much as they can remember from what they just read.

Then, ask them to finish the article.

Where were the most important facts located within the story? (at the beginning) Where was the least important information located? (at the end)

How can newspaper readers use this knowledge to their advantage? (as a way to skim the newspaper)

EDITORIAL POLICIES

Help your students examine the editorial policies of the newspaper by examining the local editorials daily in class. Local editorials (those written by a Call-Chronicle editor) are found daily in the far left column of the Morning Call's editorial page.

Would they label the newspaper as liberal or conservative in view of their editorials? Why?

EDITORIALS

How many examples of news containing opinion can your students find in the newspaper?

Articles generally recognized as editorials will be found daily on the editorial page. But there are other types of "editorials," too.

For instance, do any of the comic strips contain the artist's opinion? And, what about editorial cartoons? Do any of the syndicated fashion, medical or advice columns contain opinion?

News containing the writer's opinion is helpful to readers and permissable. But articles containing opinion should always be signed.

EDITORIALS

An editorial usually consists of four distinct parts -- the question, proof, conclusion and a suggestion for reader action.

Have your students identify each of these four parts in various editorials. Then, have them write an editorial of their own in the four-part style.

EDITORIALS, CRITICAL READING
Fact vs. opinion

Ask your students to make two columns on a piece of paper, labeling one FACTS and the other OPINIONS. While they are doing this, distribute a copy of the day's paper to each person.

Select an editorial for study and ask your students to list all the statements of fact and all the statements of opinion contained in the editorial. When they have finished, discuss: To what extent do the facts support the opinions? Do the opinions seem fair? Why are statements of opinion helpful to readers? How can statements of opinion be misleading in a regular news article?

CRITICAL READING
Fact vs. opinion

Choose a short news article and rewrite it, using as many slanted words and phrases as possible. Duplicate your version for the class and ask everyone to circle the biased statements. Compare the slanted version to the original version.

CRITICAL READING
Fact vs. opinion

Ask your students to choose a sports article relating the events leading up to the final score of a game or match.

Can your students tell how the reporter felt about the game from the words he used in the article? Which team did the reporter favor? How can they tell?

Encourage your students to be on the lookout for biased writing.

NEWS WRITING
Editorials, feature articles, news stories

Select an important news event receiving coverage, and ask students to find examples of a "straight" news story about the event, an editorial and a feature story.

Compare the articles. How are they alike? How are they different? What is the purpose of each? Which type do you like best and why?

Have the class try writing a short article in each style about a current school news topic.

NEWS WRITING
Feature stories

There are three types of stories in the newspaper -- "hard" or on-the-spot news, editorials and feature stories.

Editorials can be recognized because they contain the writer's opinion. "Hard" news is noted for its brevity and objectivity. But recognizing a feature story is sometimes difficult.

The key to recognizing a feature story is TIME. Unlike hard news and certain editorials which lose value if not printed immediately, feature news can be planned in advance and saved for the most appropriate time.

For instance, an article on home decorating can be run almost any time. But an article about a clash in the mid-East or the discovery of contamination in a popular food product must be published immediately.

Feature stories are noted for their HUMAN INTEREST, not their immediate news value. How many feature stories can your students find in the newspaper?

EDITORIAL CARTOONS

The following discussion questions can be used with almost any editorial cartoon:

1. What do the figures in the cartoon represent or symbolize?
2. Did the cartoonist use caricature in his cartoon?
3. Did the cartoonist use size to emphasize the meaning of the cartoon?
4. Does the cartoon use irony?
5. Is the meaning of the cartoon clear? How did the cartoonist make the meaning as clear as possible? (additional signs, words on the figures, dark background and light foreground for contrast, etc.)
6. Can you find any other editorial cartoons on the same subject?
7. Which news event has received the most attention in editorial cartoons in the last week? Month?

NEWS WRITING
The reporter's beat

To dramatize the job of a reporter with a daily beat, assign each student a "beat" to cover once a day. (Examples: cafeteria, gym, principal's office, bus stop, nurse's office, etc.) At the end of the week, each student will be responsible for writing a short news story about the events on their beat.

Remind students to include the basic "5 Ws" -- who, what, where, when and why. The "5 Ws" are placed at the beginning of the story.

NEWS WRITING
The inverted pyramid

Ask your students to cut out a story of approximately 6-10 paragraphs from the newspaper, and paste it on a separate sheet of paper as one continuous column.

Around the article, have students draw an upside-down triangle, the point of the triangle going to the bottom of the story.

Ask students to find the "5 Ws" of the article -- who, what, where, when and why. Point out that the "5 Ws" are located at the top of the inverted pyramid or in the beginning of the story. This is because the "5 Ws" are the most important facts in the story.

As the width of the triangle diminishes to a point at the bottom, details in the story become less and less important.

Why do reporters place the least important information last? (They do this to assist editors who may have to shorten the story to fit it in the paper. Editors can just cut the story off at the bottom. It is also done to give readers the most important information as quickly as possible, right at the beginning of the story.)

How can the inverted pyramid style of news writing help newspaper readers? (It lends itself to skimming.)

NEWS WRITING
Inverted pyramid

Ask your students to cut a short news story out of the paper, separate the paragraphs, scramble them and trade stories with a neighbor.

Can your students rearrange the paragraphs so they appear as they did in the paper? If they think they have arranged the paragraphs better, ask them to explain why. Alternate arrangements are permitted as long as they conform to the inverted pyramid style of news writing.

NEWS WRITING
History as current events

To familiarize students with a famous historical event and teach them news writing techniques at the same time, have everyone write a news article about a famous historical event from the standpoint of an on-the-scene reporter.

Students might wish to illustrate their stories. If so, have them write a cutline or caption for the picture, and add a headline.

NEWS WRITING
Interviews

To simulate the role of a newspaper reporter at a press conference, invite a teacher, student teacher, exchange student, principal or another student to a "press conference" with the class.

Have students prepare questions to ask the "celebrity," take notes

and write a news story based on the interview.

Review the "5 Ws" approach to writing before students begin. (The "5 Ws" -- who, what, where, when and why -- are placed at the beginning of the story. Additional details are included in order of descending importance.)

NEWS WRITING
The role of a rewrite man

Pretend that you, the teacher, are a reporter covering a story shortly before deadline. There is no time for you to drive back to the newspaper and type up the story yourself. You've decided to phone the facts to a rewrite man.

Assign each student the role of a rewrite man. Each should take notes on the basic information received "over the phone" and write up the article as quickly as possible. The "5 Ws" should be included in the very beginning of the article.

How many of the basic facts did they include in their stories? Did they miss anything important?

NEWS WRITING
Fairy tales make the news

News writing can be difficult at times, but it can also be fun. Ask each of your students to act as a reporter and write a news story based on one of their favorite fairy tales.

Review the inverted pyramid style of news writing before they begin. (Place "5 Ws" in the beginning of the story, details in succeeding paragraphs in descending order of importance.)

Example:

Miss Sleeping Beauty of 3435 Merriweather Lane, Coopersburg, was awakened from a 365-day coma late yesterday afternoon at Black Manor Estate, Whitehall.

According to several witnesses at the scene, visiting dignitary Prince Charming of Schnecksville found Miss Beauty in a sleep-like coma in the upper chamber of her aunt's castle.

"He kissed her, and she snapped right out of it!" exclaimed Mrs. Betty Scrub, a castle worker.

Why Miss Beauty slipped into a coma exactly a year ago has not been determined.

HEADLINES

Headlines take up a good deal of space in the newspaper -- space that could be sold for advertising revenue or used for additional news stories. Obviously, headlines are important. But do your students know why?

Headlines give readers an idea of what a story's about at a glance. They also serve to generate reading interest.

Ask your class to write headlines for fairy tales or nursery rhymes, remembering that headlines are generally written in the present tense and include at least one noun and one verb. (The verb "is" and its variations are often understood.)

HEADLINES
... as complete sentences

Headlines are actually complete sentences in shortened form. Headlines always contain a noun and a verb, just as sentences do. But sometimes headlines look different because the verb "is" and its variations are understood.

Example:"Man seized in hotel fire fatal to 8."
As a sentence, this headline would probably read: A man has been seized in connection with a hotel fire that was fatal to eight people."

Write 10 headlines on the chalkboard and ask students to interpret the headlines in sentence form. Then, give each student at least one article from the newspaper (headline removed), and ask him to write a headline for it.

Headlines are generally written in the present tense.

ADVERTISING

Ask students to select a section of the newspaper and measure the amount of space devoted to news and the amount devoted to advertising. This can be done by measuring in column-inches -- the width of one column, so many inches from the top to the bottom of the page. Students may be surprised to find that a newspaper contains as much or more advertising than news.

How are news and advertising related? (Advertising revenue

pays for the production costs of the newspaper. Although readers are charged only 15 cents for a copy of the newspaper, producing one newspaper costs almost 40 cents. Advertising revenue makes up the difference and helps keep the readers' cost down.)

On which weekday is the newspaper the fattest or heaviest? (Wed.) Why? (Many food stores and department stores believe Wed. is the best day to advertise. By advertising sales and specials on a Wednesday, businesses hope to attract customers during the weekend.)

How is advertising a form of news?

ADVERTISING
Fundamentals of advertising

The following characteristics can be found in any good magazine or newspaper ad:

1. gets attention
2. shows the advantages of the product
3. creates a need
4. persuades the reader
5. asks for action from the reader

Ask students to analyze several newspaper ads for these characteristics. Then, have them try creating their own ads. Stress simplicity in layout and wording. Which words seem to show up over and over again in an ad?

ADVERTISING
"5 Ws" in advertising

What is the main idea of an ad? Choose several from the newspaper and ask your students to study them closely.

What do the "5 Ws" of the ad tell us about the message intended for the reader?

DIFFERENCES IN NEWSPAPERS
Introducing the newspaper

If your students think all newspapers are alike, they may be in for a surprise.

Have your students compare copies of a small-town newspaper with copies of a big-city newspaper. Discuss: How are the newspapers alike? How are they different? (placement of stories; different and more varied wire services; different syndicated features; different proportions of news -- small-town newspapers would concentrate on local news rather than national and international news; etc.)

As a follow-up activity, examine the Morning Call, Weekender and the Sunday Call-Chronicle for similarities and for differences.

Which offer more feature articles?

Which type of newspaper do you prefer? Why?

DIFFERENCES IN NEWSPAPERS

Write to several newspapers in each geographic section of the country and ask for a sample copy of their daily paper. (See last page of this section for addresses.)

Ask students to find articles in each paper that would probably appeal more to readers in that newspaper's area than anywhere else.

Can your students name at least 10 occupations of that region using the newspaper as their only source of information? Can they guess what the main product of the region might be? Can they find any clues to the climate of the area?

How do the Call-Chronicle newspapers reveal things about the people of the Lehigh Valley?

NEWSPAPER TERMS

The following words are related to the world of journalism. How many can your students define?

AP -- Associated Press

BEAT -- The reporter's regular area of coverage, such as music or police news.

BYLINE -- The author's name at the beginning of an article.

CLASSIFIED AD -- want ad or ads set in small type, located toward the rear of the newspaper. Called "classified ads" because they are grouped under classifications.

COPY -- any stories, ads, illustrations or photos used in the paper.

CUTLINE -- caption under a news photo.

DATELINE -- the line at the beginning of a news story giving the name of the place in which a story was written.

DISPLAY AD -- ads for clothing, food, etc. which include art or photos as well as type.

EARS -- spaces at the top of the page on each side of the paper's name, usually boxed in with weather news, index to pages or an announcement of a special feature inside the paper.

EDIT -- to measure, proofread, write a headline for and approve a story for publication.

EDITION -- Many newspapers publish more than one edition a day. Each edition is identified by a symbol found near the name or logo of the newspaper on the front page. The Call-Chronicle uses one, two or three stars to indicate its various editions. The purpose of different editions is to regulate delivery and provide localized news coverage.

EDITOR -- one who edits copy, measures stories and photos, sketches layouts and writes headlines. Certain editors also write editorials.

EDITORIAL -- article containing the expressed opinion of the newspaper on an issue currently in the news. Located on the editorial page.

FEATURE ARTICLE -- story written in the present tense with no immediate deadline for release or publication. Feature articles are often about food, fashions, music groups, gardening, etc.

FILLER -- short, informative news items used to fill small spaces in the newspaper.

HARD NEWS -- factual news stories without editorial opinion.

HEADLINE -- larger type set above a news story, intended to create reader interest and serve as a key to what an article is about.

KILL -- to remove a story from the newspaper.

LAYOUT (or "dummy") -- plan or sketch of each page of the newspaper, indicating where photos, news, headlines or ads are to be placed.

LEAD (pronounced "leed") -- the first sentence or paragraph of a story, designed to include the "5Ws" of news writing -- who, what, where, when and why.

LOGO -- the name of a newspaper set in a particular style of type so as to be easily recognized. (Examples: The Morning Call, Sunday Call-Chronicle)

MASTHEAD -- a box of information usually found on the editorial page, containing the title of the newspaper, owner's name, department heads' names, subscription rates, city of publication, volume number, number of years the paper has been published, the day of the week and the date.

PUBLISHER -- person responsible for the total operation of the newspaper; often the publisher is also the owner.

REWRITE MAN -- reporter responsible for taking details of an incident over the telephone and writing an article for a reporter.

SCOOP -- an exclusive story.

SUBSCRIBER -- one who gets the newspaper delivered on a daily basis to his home or place of business.

TIP -- information from a source outside the newspaper leading to an interesting news story.

UPI -- United Press International

WIRE COPY -- stories sent "over the wires" from AP, UPI or any of a number of other syndicated news gathering organizations.

WIREPHOTO -- photos sent "over the wires" from AP or a similar syndicated news gathering organization.

ADDRESSES ...
of some of the major newspapers of the U.S.

The New York Times
229 W. 43rd St.
New York, N.Y. 10036

The Christian Science Monitor
1 Norway St.
Boston, Mass. 02115

The Milwaukee Journal
Journal Square
Milwaukee, Wis. 53201

St. Louis Post-Dispatch
St. Louis, Mo. 63101

The Washington Post
1515 L St. N.W.
Washington, D.C. 20005

The Courier Journal
525 W. Broadway
Louisville, Ky. 40202

The Atlanta Constitution
P.O. Box 4689
Atlanta, Ga. 30302

The Chicago Tribune
435 N. Michigan Ave.
Chicago, Ill. 60611

The Des Moines Register
715 Locust St.
Des Moines, Iowa 50304

The Kansas City Star
1729 Grand Ave.
Kansas City, Mo. 64108

The Baltimore Sun
Calvert & Centre St.
Baltimore, Md. 21203

The Miami Herald
1 Herald Plaza
Miami, Fla. 33101

Chicago Daily News
401 N. Wabash Ave.
Chicago, Ill. 60611

Los Angeles Times
Times Mirror Square
Los Angeles, Calif. 90053

Wall Street Journal
Dow Jones & Co., Inc.
22 Cortlandt St.
New York, N.Y. 10007

READING, CURRENT EVENTS
Reading Motivation

Want to get your students interested in reading? Try keeping a stack of newspapers handy and entice them to read with a "Get This!" list.

A "Get This!" list is simply a list of some of the most interesting articles in the newspaper on a particular day. Examples:

-- Joe Namath is hospitalized! Read about it on page 25.
-- Energy crunch may hurt young drivers. Story on page 4.
-- Did you know a bikeway was being built in the Lehigh Valley? Details on page 18.

READING, CURRENT EVENTS
Reading Motivation

To stimulate interest in the news, ask your students to read only the headline of a particular news story, not the story itself. What does the headline really mean? How much does it really tell us?

Ask your class to make a list of questions relating to the headline. What would they like to know more about just from reading the headline? When they have finished making a list of questions, ask them to read the story. They will be answering their own questions.

READING, CURRENT EVENTS
Reading Motivation

Post three large news photos and four captions on the bulletin board before students enter class.

Label the pictures 1, 2 and 3, and the captions A, B, C and D. Ask your students to match the captions and photos without

consulting the newspaper for the story. (Having an extra caption will make matching more difficult.)

Check the newspaper. How many students were correct in their choices? What is the full story behind every picture?

READING, CURRENT EVENTS
Reading Motivation

Have students predict the outcome of a real life drama as part of a study of current events. Choose a topic that would interest them, and, following a discussion of the latest developments, ask them to predict what will probably happen next.

Watch the story in the newspaper as the drama unfolds, and compare your students' predictions to the actual story.

READING
Skimming the newspaper

Try this test with your students:

Ask them to mark off the upper one third of a news story they would like to read. Then, ask them to read the portion they have marked off.

When they have finished reading, ask everyone to jot down as much as they can remember from the article they just read.

Ask them to finish the article.

Where were the most important facts located within the story? (at the beginning) Where was the least important information located? (at the end)

How can newspaper readers use this knowledge to their advantage? (as a way to skim the newspaper)

READING
Introducing the newspaper, aural perception (slow readers)

Challenge your students to a speed drill to see how well

they can listen and follow directions. Before beginning, explain the purpose of the index.

Ask questions similar to the following:

1. Who can find out what the weather will be like tomorrow?
2. Is the Peanuts comic strip on the right or left hand page of the newspaper?
3. How many sports photos are there in the sports section?
4. What is the editorial cartoon about on today's editorial page?
5. Which two movies are playing at the Eric Twin theater in Allentown?
6. etc.

READING

Reading for the main idea (slow readers)

Organize a simple matching game for slower readers by clipping several articles and their headlines from the newspaper.

Separate the headlines into one pile and the articles into another. Then, ask your students to match the appropriate headline with each article.

Students might wish to make their own set of articles and headlines and trade them with a neighbor.

To make the activity more challenging, clip more headlines than articles.

READING

Reading for the main idea, writing headlines

Clip 10 stories from the newspaper, and cut the headline off each article. (It is best to choose stories that would interest your students.) Ask each student to choose an article and write a headline for it, based on the main idea of the story.

When they have finished, have students trade articles. Repeat the activity until each student has written several headlines.

Compare your students' headlines with the original newspaper headlines.

READING
Reading for the main idea

Ask students to read a news story that would be of interest to them, underlining the sentences that convey the main idea of the article.

Repeat the procedure with several other stories, then discuss: Where is the main idea of the story usually located? (Either in the headline or the first paragraph of the story.)

READING
Main idea, summarizing

Ask your students to choose a news story and read it. When they have finished reading it, tell them to close their newspapers, and write out the main idea of the story in their own words.

They should be able to explain the main idea of the story in just two or three sentences.

Repeat the activity, and compare the students' summarizations with the first paragraph of the news story. Reporters usually summarize the main idea of each story in the first paragraph.

READING
Topic sentences

Choose a feature story about clothing, food, pets, music or performers that students will enjoy reading. Then, ask your students to underline the topic sentence or most important idea in every paragraph of the story.

Where is the topic sentences usually located? (It is usually the first sentence in a paragraph.)

How can we use topic sentences to read faster? (We can use topic sentences in skimming.)

READING
Reading for the main idea, outlining

Choose a sports story or any other article of interest to your students, and use it as the basis for a lesson in outlining.

Ask your students to read the article and outline it by paragraphs.

What is the main idea of the story? How can your students find out very quickly? (headline, first paragraph of the article) Where is the main idea of each paragraph usually located? (topic sentence)

Where are additional details usually listed? (in the last few paragraphs of the article)

READING
Critical reading skills

To help students gain a better understanding of how editors decide which stories to place on the front page of the newspaper, copy the headlines of 15 news stories on the chalkboard. Headlines should be selected from pages 1, 2 and 3.

Ask your students to pretend they are newspaper editors and choose the most important stories to place on page one. Have your students rank the stories from 1-15 in order of news value.

Compare their answers to the way the articles actually appeared in the newspaper. How did your students make their choices?

Editors base their decisions on the following:

-- Timeliness (Has the news event just happened?)
-- Proximity (Events close to home are likely to interest a greater number of local readers than events far away.)
-- Consequence (How does it affect people?)
-- Prominence (Are the people, places or events familiar?)
-- Suspense (What will the outcome be?)
-- Oddity (Man-bites-dog type story)
-- Conflict (Who will win? Who is right?)

-- Human interest (Does it touch emotions?)
-- Progress (Advances in medicine, science, education, etc.)
-- Magnitude (A $7 million robbery would be news in Allentown even if it happened in England.)

READING
Sequencing skills (slow readers)

Ask students to turn to the comics section of their newspaper and find a comic strip they think is funny. Use newspapers from several days for more variety.

Cut the comic strips apart, separating them into blocks or panels. Number the panels lightly on the back in the order they appeared in the newspaper. Then, scramble the blocks.

Ask students to trade comic strips with a neighbor to see if the neighbor can put the comic strip back the way it originally was. Repeat the activity as a sequencing drill.

READING
Comprehension check (slow readers)

Pick a simple, short comic strip and ask one of your slow readers to read it. When he has finished reading, ask him to explain what happened in the comic strip in his own words.

Repeat the activity with another comic strip, then with a news article of particular interest (sports, TV personalities, etc.)

Students can "retell" the stories on paper by making a list of the facts they remember from the story. Point out that by arranging the facts in sequence, students can remember even more.

READING
Comprehension check

Select a news story about a person or incident your students will find interesting. Ask them to read the story.

If they were newspaper reporters and had to write this story, what five additional questions would they ask the person in the story? Questions should be based on the information in the article.

READING
Critical reading, fact vs. opinion

Ask your students to make two columns on a piece of paper, labeling one FACTS and the other OPINIONS.

While they are doing this, distribute a copy of the day's newspaper to each person.

Select an editorial for study and ask your students to list all the statements of fact and the statements of opinion. When they have finished, discuss: To what extent do the facts support the opinions? Do the opinions seem fair? Why are statements of opinion helpful to readers? How can statements of opinion be misleading in a regular news article?

READING
Critical reading, fact vs. opinion

Choose a short news article and rewrite it, using as many slanted words and phrases as possible. Duplicate your version for the class and ask everyone to circle the biased statements. Compare the slanted version to the original version.

READING
Critical reading, fact vs. opinion

Ask your students to choose a sports article relating the events leading up to the final score of a game or match.

Can your students tell how the reporter felt about the game from the words he used in the article? Which team did the reporter favor? How can you tell?

Encourage your students to be on the lookout for biased writing.

READING
Critical reading, faulty arguments

As part of a study of propaganda and faulty arguments, read the editorials and letters to the editor daily. See if your students can find any examples of faulty arguments.

Faulty arguments can be identified by any of the following characteristics:

1. Bandwagon -- "Everybody's doing it."
2. Testimonial -- "Joe Namath drinks this coffee."
3. Snob appeal -- "Original creations by Madame Renee."
4. Plain folks -- "Howdy, neighbors."
5. Name calling -- "Red, reactionary, hippie."
6. Glittering generalities -- "It's the American way."
   " ... absolute honesty."
7. Transfer -- Use of a mother and child picture to transfer feeling of love to an unrelated object."
8. Stock words and phrases -- "laboratory tested," "preferred by doctors three to one"
9. Card-stacking -- Use of half-truths which cannot be denied, or whole truths which have no point in the discussion; selective omissions; incomplete quotations.
10. Extrapolation -- Saying that because one thing happened, something else is bound to happen. ("It's rained for the past 15 years on my birthday, and it'll rain for the next 15.")

READING
Critical reading, sources of the news

How reliable are the sources of the news?

Ask students to compile a list of news sources quoted in the newspaper (such as "the White House," "a Senate spokesman," etc.) and rate them for their reliability.

The following scale may be used:

4= very reliable
3= fairly reliable
2= possible reliable
1= probably unreliable

READING
Silent letters, diacritical markings

As an exercise in identifying silent letters, have students check headlines for words with one or more silent letters. When they find a word, have them cut it out.

Once a pile of at least 10 words has been gathered, ask each

student to mark his words for long and short vowels. How would a short vowel be indicated? (curved line above the vowel) A long vowel? (straight line above the vowel) Silent letter? (diagonal slash through the letter)

Ask students to check their words in a dictionary.

READING
Dividing words into syllables (slow readers)

Supply each student with a newspaper and a pair of scissors. Show them examples of one, two, three and four syllable words found in newspaper headlines.

Ask your students to make separate piles for one, two, three and four syllable words. Then, tell them to cut out headline words until they have 10 in each pile.

READING, LANGUAGE ARTS
Compound words

Ask your students to see how many examples of compound words they can find in headlines in 10 minutes. Then, write their compound words on the chalkboard.

How would they divide their word into syllables? Do compound words always divide between the two words that make it up? (yes)

How many compound words can they think of that weren't listed?

READING, LANGUAGE ARTS
Prefixes and suffixes

Introduce students to prefixes and suffixes by analyzing words from newspaper headlines. Which words contain prefixes? Which words contain suffixes? List them.

What is the root word of each word? How does the prefix or suffix change the meaning of the word?

As students find words with prefixes and suffixes, make a list of all the prefixes and suffixes in our everyday language.

READING, LANGUAGE ARTS
Plural endings

Ask students to choose an article of particular interest to them (anything from sports to horoscopes), and circle any words that indicate "more than one."

When they have finished, ask them to count the number of words ending in "s," the number ending in "es" and the number of plural words that end some other way.

Can your students formulate any "rules" about plural endings from the words they found? Try their rules on 10 singular words taken from newspaper headlines.

LANGUAGE ARTS
Capitalization

Distribute a copy of the day's newspaper to every student. Then, ask them to read a specific news article, making a list of every capitalized word in the article.

Discuss: What do these words have in common that would make them all capitalized? (They are NAMES of people, places or things.) Can your students suggest any "rules" for capitalization?

Test their rules on other words.

LANGUAGE ARTS
Punctuation

Ask three students to act as assistants in a lesson on punctuation. The three will become news broadcasters, reading short news articles from the daily newspaper. But each will be reading the news in an unusual way.

Without telling the rest of the class what's going on, have one assistant deliver his news as if every sentence were punctuated with an exclamation point. The next can read every sentence as if it were a question. And the last can read the news with simple periods for punctuation.

Can the rest of the class explain what is happening?

The same idea can be used with comic strips from the newspaper.

LANGUAGE ARTS
Abbreviations, classified ads

Many people have found that using want ads is an inexpensive way to reach thousands of people. And, because classified advertising is sold by the line, they have learned to abbreviate their message in order to fit more words into each line.

Some common abbreviations used in classified ads are:

file clk	fee nego
excel spot	gd oppty
lvly apt	auto trans
3 bdrm.	sta wgn

There are hundreds of others. How many can your students list and interpret. How many "legitimate" abbreviations can your students list from our everyday language? (Mr., Mrs., Pa., Ave., etc.)

LANGUAGE ARTS
Constructing sentences, modifiers, conjunctions

Have students label four envelopes with the following: "nouns," "verbs," "adjectives," and "adverbs." Then, ask them to clip words from newspaper headlines until they have 10 for each envelope.

Use the words to build sentences. Discuss the role of adjectives and adverbs. Increase the "sentence kits" by adding conjunctions. Experiment with different types of punctuation.

LANGUAGE ARTS
Types of sentences

Ask each student to find at least five examples of each of the three types of sentences -- imperative (command), declarative (statement) and interrogative (question) -- in the daily newspaper.

The daily comics offers a variety of types of sentences.

LANGUAGE ARTS
Adjectives

Give each student a newspaper and ask him to look for an ad

describing something they would like to have.

Discuss: Which words describe the item for sale? Students might circle the words, make a list of them or cut them out. All of these words are adjectives.

What would the ad be like without adjectives? Have your students create their own ads for fun.

LANGUAGE ARTS
Pronouns

Select a short news article and ask your students to read it. When they have finished, ask them to make a list of all the pronouns in the article. Next to each pronoun, have them write the name of the person or object to which the pronoun refers.

Feature articles and columns by writers such as Abigail Van Buren ("Dear Abby") and Erma Bombeck are especially rich in pronouns.

LANGUAGE ARTS
Context clues, synonyms

Copy a newspaper article -- five to six paragraphs in length -- on a spirit master, leaving every tenth word blank. Ask students to supply appropriate words for those that are missing.

Compare the words the students chose. How close did they come to the exact word that was missing? How many supplied suitable synonyms?

Explain the use of context clues in reading.

LANGUAGE ARTS
Antonyms

As an exercise in writing antonyms, have your students rewrite the weather forecast using antonyms for every word relating to weather. (Examples: rainy -- sunny; humid -- dry; cloudy -- clear.)

The same can be done using a sports article describing a team's recent victory.

LANGUAGE ARTS
Synonyms

Students will find many synonyms for the words "won" and "lost" on the sports pages. Ask them to list the synonyms for each, then discuss the subtle differences between the words.

What is a subtle difference in meaning called? (connotation) Do synonyms ever mean exactly the same thing as the word they are trying to describe?

LANGUAGE ARTS
Homophones, homographs

Organize a homophone/homograph hunt using the newspaper. How many words can your students find that sound the same but don't mean the same thing? (bare, bear) Or look the same but mean different things? (tear, tear)

Words that sound the same are called homophones. Words that look the same are called homographs.

For each homograph they find, ask students to write two sentences -- one for each meaning of the word.

Homophones and homographs often appear in headlines.

LANGUAGE ARTS
Gerunds and participles

Ask several students to look through the newspaper, clipping headlines that contain either a gerund or a participle -- words that end with "ing."

Put all the headlines in a box or a bag. Then, one by one, ask your students to come forward and draw a headline. Does their headline contain a gerund or a participle? How do they know?

LANGUAGE ARTS
Spelling, proofreading

Write a mock news article (or have a student do it) using all of your students' spelling words. Then, have students proofread the article for errors.

Although professional proofreaders read everything that is printed in the newspaper, errors still occur. Ask your students to read the newspaper closely for proofreading errors. When they find one, have them clip it out and post it on a bulletin board along with the proper spelling of the word.

LANGUAGE ARTS
Spelling

Are your best spellers bored with the words in their spelling textbooks? Challenge them with words from newspaper headlines.

Each week select 10 newspaper words to add to your students' spelling lists. Ask them to look the word up in the dictionary, then use it in a sentence.

Students can organize a spelling bee among themselves in preparation for a quiz.

LANGUAGE ARTS
Spelling, vocabulary

Cut out the crossword puzzle from several weeks' editions to keep on hand for the student who finishes his work early. Be sure to clip the answer to each puzzle in case a student wants to check his work.

Once students are familiar with the mechanics of a crossword puzzle, have them create their own based on their weekly spelling words.

LANGUAGE ARTS
Writing concisely

Clip 10 news photos from the newspaper, and ask students to write captions for them. (They may refer to the news story.)

Explain the role of the newspaper editor in writing captions. (Newspaper editors know there is little room beneath a picture for a lengthy caption, so captions are necessarily written as briefly as possible.)

Compare student captions with original newspaper captions.

LANGUAGE ARTS
Creative writing, writing concisely

As an exercise in creative, but concise writing, ask each student to choose a comic strip character and write that character's obituary.

Check newspaper obituaries for examples of concisely written articles. Note the basic facts included in a newspaper obituary.

LANGUAGE ARTS
Creative writing, writing concisely

Classified ads are written as concisely as possible to save the advertiser money. Have students study several examples.

Choose an object in the room to serve as the subject of a classified ad. (Choosing a student as the subject of a want ad can be fun.) See which student can describe the object as concisely as possible in a fictitious classified ad.

LANGUAGE ARTS, READING
Concise writing, reading for the main idea

Ask your students to read several specific news articles from the day's paper. When they have finished, ask them to assume the role of a telegraph operator whose job it is to relay the news in as few words as possible.

Have students write a 10-word "telegram" expressing the main idea of each article they read.

LANGUAGE ARTS
Headlines as complete sentences

Headlines are actually complete sentences, in shortened form. Headlines always contain a noun and a verb, just as sentences do, but sometimes headlines look different because the verb "is" and its variations are understood.

Example: "Man seized in hotel fire fatal to 8."
As a sentence, this headline would read: A man has been seized in connection with a hotel fire that was fatal to eight people.

Write 10 headlines on the chalkboard and ask students to interpret the headlines in sentence form. Then, give each student at least one article from the newspaper (headline removed), and ask him to write a headline for it.

Headlines are generally written in the present tense.

LANGUAGE ARTS
Creative writing, headlines

Headlines take up a good deal of space in the newspaper -- space that could be sold for advertising revenue or used for additional news stories. Obviously, headlines are important. But do your students know why?

Headlines give readers an idea of what a story's about at a glance. They also serve to generate reading interest.

Ask your class to write headlines for fairy tales or nursery rhymes, remembering that headlines are generally written in the present tense and include at least one noun and one verb. (The verb "is" and its variations are often understood.)

LANGUAGE ARTS
News writing

Select an important news event receiving coverage, and ask students to find an example of a "straight" news story, an editorial and a feature story on some aspect of the news event.

Compare the articles. How are they alike? How are they different? What is the purpose of each? Which type do you like best, and why?

Have your students try writing a short article in each style on another news topic.

LANGUAGE ARTS
News writing

To familiarize students with a famous historical event, have them write a news article about the event from the standpoint of an on-the-scene reporter.

Lead paragraphs should contain the "5 Ws" of news writing -- who, what, when, where and why. Details should be supplied in order of descending importance. Headlines can be included.

Students might want to make drawings to serve as news photos. If so, they can write captions to accompany them.

LANGUAGE ARTS
News writing

Pretend that you, the teacher, are a reporter covering a story shortly before deadline. There is no time for you to drive back to the Call-Chronicle and write the story yourself. You've decided to phone the facts in to a rewrite man.

Ask each student to act as a rewrite man. Each should take notes on the basic information you relay "over the phone" and write up the article as quickly as possible. Remind them that the "5 Ws" should be included as close to the beginning of the article as possible.

LANGUAGE ARTS
News writing, an interview

To simulate the role of a newspaper reporter at a press conference, invite a teacher, student teacher, exchange student or principal to a "press conference" with the class.

Have students prepare questions to ask the visitor, take notes and write a news story.

Review the "5 Ws" approach to news writing.

LANGUAGE ARTS
Creative writing, news writing

News writing can be difficult at times, but it can also be fun. Ask each of your students to act as a reporter and write a news story based on one of their favorite fairy tales.

Review the inverted pyramid style of news writing before they begin ("5 Ws," or who, what, where, when and why, in

the first paragraph, less important details in succeeding paragraphs in order of descending importance.)

Example:

Miss Sleeping Beauty of 3435 Merriweather Lane, Whitehall, was awakened from a 365-day coma late yesterday afternoon at Black Manor Estate, Coopersburg.

According to several witnesses at the scene, visiting dignitary Prince Charming of Schnecksville found Miss Beauty in a sleep-like coma in the upper chamber of her aunt's castle.

"He kissed her, and she snapped right out of it!" exclaimed Mrs. Betty Scrub, a castle worker.

Why Miss Beauty slipped into a coma exactly a year ago has not been determined.

LANGUAGE ARTS
Writing an editorial

An editorial generally consists of four distinct parts -- the question, proof, conclusion and suggestion for reader action.

Have your students identify each of these four parts in various editorials. Then, have them write an editorial of their own in the four-part style.

LANGUAGE ARTS
Persuasive writing

Ask each of your students to choose a newspaper ad describing an interesting product or service.

Have students write several paragraphs about why people should buy the product or service. Then, have them write several paragraphs about why people should NOT buy it.

Select the most convincing papers and discuss why they are successful.

LANGUAGE ARTS
Letter-writing

The newspaper offers many opportunities for letter-writing.

Among the most obvious are Letters to the Editor and "Dear Abby" advice columns.

An activity in letter-writing can also be centered on the want ads and job opportunities. Ask students to pretend they are looking for a job. How would they write a letter requesting an interview and an application?

LANGUAGE ARTS
Dialogue, quotations

For practice in punctuating direct quotations, have students rewrite comic strips in paragraph form.

Example:

Charlie Brown bent down, waiting for the serve. Tennis racket in hand, he was ready, set, intense.

"Here it comes," he thought, and he pulled his arm up and back.

CLANK! His racket hit something hard.

"The next time you serve, take the balls out of the can!" he yelled.

LANGUAGE ARTS
Creative writing, dialogue

Ask students to select news photos showing two or more people talking, and write dialogues based on what the people might be saying.

Rules for punctuating quotations should be reviewed before students begin.

LANGUAGE ARTS
Creative writing

Clip and collect newspaper headlines until you have one interesting or unusual headline for every student. Place the headlines in a box or bag, and ask students to select one to use as the basis for a story.

Stories can be written as news stories or feature stories.

LANGUAGE ARTS
Creative writing

Behind every lost and found ad there is a human interest story. For instance, the following ad ...

> LOST -- Young female black cat, small w white markings. Vicinity of S. Fulton St. Reward. Call 435-7868.

... might involve a child's birthday pet or an elderly person's sole companion.

Have your students read the Lost and Found ads and write a human interest or feature story based on the ad of their choosing.

LANGUAGE ARTS
Creative writing, poetry

To help students get an idea for writing an original poem, ask them to choose a news story and use it as the basis for a ballad, a limerick, a haiku, sonnet or any other type of poetry currently being studied.

Remind them to include as many action and color words as possible.

LANGUAGE ARTS
Creative writing, poetry

Select an emotionally-charged news photo and ask your students to make a list of words or phrases that might relate to the action shown.

Example: A sports photo showing one football player tackling another might evoke such responses as "determination, power, grappling, sprawling, quick, strong, angry, cheers, shouts" -- all action and color words that would make good poetry.

Then, have students write a short poem conveying the mood of the photo.

LANGUAGE ARTS
Creative writing, hyperbole

Read several of Erma Bombeck's columns aloud to your class. (Erma Bombeck's column appears daily in The Morning Call.)

Does she use hyperbole or overstatement in her columns? Does she use understatement? Which sentences were especially humorous? Why?

Ask your students to try writing a short story of their own using some of Erma Bombeck's techniques. Topics might include:

My first job
And I wanted a little sister!
Morning at our house
etc.

LANGUAGE ARTS
Connotations

What's behind a word? What is the difference between "said" and "declared?" "pale" and "faded?" "brief" and "curt?"

Discuss the use of various words and their connotations.

Study several editorials from the day's paper. Why did the writer choose a particular color or action word instead of another that was close in meaning? Where would you find more connotative words -- in an editorial or a "hard" news story? (in an editorial, because the writer is trying to convey an emotion or persuade, urge the reader to action, etc.)

LANGUAGE ARTS
Personification

Photographs appearing in the newspaper are often chosen because they depict scenes of beauty or human interest. The captions accompanying these pictures very often contain excellent examples of personification.

Collect several scenic nature photos from the newspaper and ask students to write their own captions using at least one example of personification. Or, have your students make a collection of photos with captions containing personification.

Examples of personification: "Flowers nod their heads." "Sunlight dances across the room."

LANGUAGE ARTS
Stereotypes

Writers and cartoonists often make use of stereotypes to get a point across. But do your students recognize a stereotype when they see one?

Turn to the comics section of the newspaper and discuss characters such as the Jackson twins, the Lockhorns or the Yokum family in 'Lil Abner.

Do people such as these characters really exist? How are stereotypes often extreme examples?

How many other stereotypes can your students think of? (Politicians in editorial cartoons, the "bad little kid," the "hero," the policemen or detective, reporter, mother and father, teacher, etc.)

Why are stereotypes used? (to make a point)

LANGUAGE ARTS
Cliches

What is a cliche?
List several on the chalkboard for your class to examine:

a barrel of monkeys	pretty as a picture
meek as a lamb	in the nick of time
throw light on	flood of tears
by leaps and bounds	quick as lightning
tall as a weed	bloodcurdling screams
white as a ghost	slow as molasses in January

Ask your students to select a short news article and rewrite it, using as many cliches as possible.

How does the use of cliches affect one's writing? Why should cliches be avoided?

LANGUAGE ARTS
Slang

What role does slang play in the English language?

Ask your students to look for examples of slang and poor grammar on the comics pages. Check the comic strips "Archie" and "'Lil Abner" closely for traces of slang or bad grammar.

Why did the cartoonist use slang in the comics? How could the words be changed so they would be understood by anyone?

LANGUAGE ARTS
First, second or third person?

As part of a language arts study of "persons" in writing, examine articles to see which use the first, second or third person.

Would a letter to "Dear Abby" be first, second or third person? A letter to the editor? A news story on the front page? An advertisement?

LANGUAGE ARTS
Debates, contemporary issues

Teach students the importance of backing up their statements with fact by organizing a debate on a controversial issue being covered by the newspaper. (Examples: fluoridation, preservation of a historical landmark in the community, creation of a local teen center, etc.)

Each debating team should have an array of facts and quotes supporting its argument. Facts may be gathered from books, magazines and newspapers.

In preparation for the debate, ask all your students to read the newspaper for information regarding the issue.

LANGUAGE ARTS
Public speaking

During the course of a month, ask every student in the class to choose one editorial from the newspaper for use in an oral presentation.

Have them pretend they are station managers for a television or radio station providing editorial comment on a recent news event. Ask each student to read his editorial aloud with careful enunciation and good expression.

Readings can be taped for later evaluation.

Students might also try writing their own editorials for presentation "over the air."

LANGUAGE ARTS
Public speaking

Organize a daily or weekly news report based on the newspaper, with students acting as radio or television announcers.

As students read the most important parts of news articles, tape their voices and check for diction, correct pronunciation and good enunciation.

Remind the class that good announcers strive to keep emotion out of their voices, but also fight the tendency to speak in a monotone.

Involve as many students as possible by having short news, sports and weather reports.

LANGUAGE ARTS
Public speaking

Cut out pictures of 10-15 articles advertised in the newspaper, and distribute them among your students. One by one, have students rise and give a one minute presentation on why the class should buy the article advertised.

Have students rate each other on how persuasive the speaker was and how well he did with such short notice.

LANGUAGE ARTS, READING
Book reviews

Book reviews can be an effective tool in determining if students comprehend what they read.

Clip several examples of book reviews from the Sunday Call-Chronicle ("Gallery" section), and ask students to study them before writing their own book reviews.

How long is a newspaper book review? (average number of paragraphs) Is the entire story recounted in a book review?

Does the reviewer support his opinions with illustrations and quotes from the book, or simply judge the book in statements such as "I didn't care for this book?" Why would someone else probably enjoy or dislike reading the book your students read?

LANGUAGE ARTS

Role-playing, job interviews

Choose several teams of students to portray job applicants and prospective employers. Have the teams act out a job interview based on a help wanted ad in the classified advertising section of the newspaper.

Following each "interview," ask members of the class to write a brief statement describing why they would or wouldn't hire the person interviewed.

Discuss the proper dress, speech and attitude involved in applying for a job.

CURRENT EVENTS
Reading Motivation

Want to get your students interested in reading? Try keeping a stack of newspapers handy and entice them to read with a "GET THIS!" list.

A "GET THIS!" list is simply a list of some of the most interesting articles in the paper on a particular day and a short recap of what each article is about. Examples:

-- Famous athlete hospitalized! Read about it on page 25.
-- Energy crunch may hurt young drivers. Story on page 4.
-- Did you know a bikeway is being built in the Lehigh Valley? Details on page 18.

CURRENT EVENTS
Reading Motivation

To stimulate interest in the news, ask your students to read only the headline of a particular article, not the story. What does the headline really mean? How much does it really tell us?

Ask your class to make a list of questions relating to the headline. What would they like to know more about just from reading the headline? When they have finished making a list of questions, ask them to read the story. They will be answering their own questions.

CURRENT EVENTS
Reading Motivation

Post three large news photos and four captions on the bulletin board before students enter your class.

Label the pictures 1, 2 and 3, and the captions A, B, C and D. Ask your students to match the captions and photos without consulting the newspaper for the story. (Having an extra caption will make matching more difficult.)

Check the newspaper. How many students were correct in their choices? What is the full story behind each picture?

CURRENT EVENTS
Reading Motivation

Have students predict the outcome of a real life drama as part of a study of current events. Choose a topic that would interest them, and, following a discussion of the latest events relating to that topic, ask them to predict what will probably happen next.

Watch the story in the newspaper as the drama unfolds, and compare your students' predictions to the actual story.

CURRENT EVENTS
Editorials

Encourage your students to react and think about what they read by studying the daily editorials included in your newspaper.

Each day, the Call-Chronicle newspapers present a variety of editorials on current issues. Ask your students to read the news article about an event first, then read an editorial on the same topic. Do they agree or disagree with the editorialist's view?

CURRENT EVENTS
News Sources

How reliable are the sources quoted in the news?

Ask your students to scan the newspaper for articles which quote unnamed news sources such as "the White House" or "a Senate spokesman." When they have found a number of them, rate the sources on a scale of one to four. Students should be able to justify their rating.

4 -- very reliable
3 -- fairly reliable
2 -- possibly reliable
1 -- probably unreliable

CURRENT EVENTS
Review

As an enjoyable way to review current events, choose news articles

from several days' papers, and have students write riddles about the datelines. (The dateline is the place from which a story is written.)

Current events can be reviewed with riddles such as the following:

"I am the site of a religious and economic war. Yesterday three people were killed in a bombing here." (Dublin, Ireland)

"Representatives from each of the 50 states met here today to vote on a bill to curb inflation." (Washington, D.C.)

CURRENT EVENTS
Review

Make a list of some of the most important current events of the week, and ask students to draw editorial cartoons about the events. In drawing the cartoons and discussing them, students will be reviewing the details of the week's events.

CURRENT EVENTS
Review

Each week, save the editorial cartoons appearing in the paper, and use them for an end-of-the-week current events review.

Ask students to explain the cartoons, based on what they have learned. How did the artist feel about the issue? How can they tell?

CURRENT EVENTS
Review

To help students remember important current events and the people associated with them, play the game "Who Am I?" at the end of the week.

Ask each student to prepare a paragraph of clues about someone in the news. Encourage them to check back through the week's newspapers for details.

CURRENT EVENTS
Review

As a way to increase retention of daily current events, challenge your class to a current events quiz featuring a bulletin board display.

To make the bulletin board prop, draw a large circle and divide it into an even number of pieces as you would divide a pie. Place an important headline from the day's paper in each "slice."

To review, spin an arrow attached to the center of the "pie," and choose a student to explain what happened in each news article.

CURRENT EVENTS
How does it affect me?

As a meaningful follow-up to a lesson in current events, ask your students, "How does this news story affect your life?"

If students can see some personal significance in the news, they will remember what happened much longer.

CURRENT EVENTS, MAPWORK

As students share articles of special interest in a daily current events session, have them point out the location of the news event on a map, then attach their article to the map.

Locations are generally indicated in the "dateline" at the beginning of the article. (Examples: "Washington;" "New York")

Do local articles generally carry a dateline? (no)

CURRENT EVENTS, MAPWORK

To improve map skills and stimulate interest in current events, follow the route of a government dignitary as he travels around the world.

One group of students can bring the rest up to date on where the official is and what he has done. Another group can find the spot on the map and mark it with a colored marker. Markers can then be connected with a piece of colored yarn.

Finally, ask one group to act as the flight crew, describing

geographical landmarks the dignitary passed over in his travels.

CURRENT EVENTS, MAPWORK
News Centers

Newspapers receive news from all around the world, and studying datelines can be fun. (Datelines are found at the top of an article. Examples: Washington, D.C.; New York)

Some places make headlines every day. Other places might make it once every 50 years.

In a week's time, see which of your students can find the most remote or unusual dateline. In order to qualify, they must be able to locate their dateline on a map.

MAPWORK
Sports

Even reluctant learners can become interested in mapwork when it is combined with sports. Want proof?

Divide your class into four groups. One group will be responsible for drawing a wall-size map of the U.S. The other three groups will be responsible for following the major basketball, football and hockey teams.

Have students make a symbol for each team, and attach the symbols to the map in each team's approximate hometown position. As the teams move around the country for competitions, students can move the teams' markers.

MAPWORK
Weather

Create a weather center in your room with just an empty bulletin board, some thumb tacks, a student-drawn map of the U.S. and some cardboard weather symbols similar to the ones used on T.V. weather reports.

Ask a different student each day to give the weather report, based on information reported in the daily newspaper. How

does weather in various parts of the country affect our local weather?

AREAS OF THE U.S. AND THEIR PRODUCTS

Food ads can serve as an interesting means of introducing a unit on the sections of the U.S. and their products.

Start off with a discussion similar to the following: "Which of the products in this food ad were probably grown in our area? Do you know where any of the other products came from? Why don't we produce tropical fruits in the Lehigh Valley?" (improper climate conditions, soil)

Distribute outline maps of the U.S. Ask students to draw pictures of the foods they just discussed (or cut pictures from the newspaper ad) and paste them in the appropriate areas of the country. How many other products come from each area?

How does transporting goods from other areas of the country affect their price when they reach Pennsylvania?

AREAS OF THE U.S.
Their newspapers tell the story

Write to several newspapers in each geographic region of the U.S. and ask for a sample copy of their largest daily newspaper. (See list included in "Introducing the Newspaper" section.)

Have students search the papers for articles they think would probably appeal specifically to readers of that section of the country. From these articles, see if they can 1.) name at least 10 occupations typical of the area, 2.) name what several of the region's most important products are, 3.) guess what the climate of the area is probably like.

How do the Call-Chronicle newspapers reflect the culture and economy of the Lehigh Valley? Check and find examples of this.

GEOGRAPHY
Life in other nations

Cut out newspaper ads or articles about vacation spots around the world. Distribute one article to each student.

Ask students to assume the role of travel agents asked to prepare a brief talk about the country described in their article.

What would a tourist wear to their country? What would tourists probably eat there? What type of money would they have to take? Are there modern places to stay?

Following the presentation, ask the rest of the class to write a brief "postcard" as if they were staying in the place just described. From this, you can see how much they learned from the presentation.

GEOGRAPHY

Holiday customs around the world

Each holiday season, articles appear in the family section of the Call-Chronicle newspapers dealing with holiday customs in the U.S. and abroad.

Ask your students to look for these articles, then share them with the class. Students might enjoy illustrating the articles or writing a short story based on what they learned.

TRANSPORTATION

Ask students to look through the newspaper for articles or pictures dealing with transportation.

What are the major forms of transportation today? (auto, plane, ship, rail, walking or running, bicycle, etc.) What are the advantages or disadvantages of each?

How is the energy crisis affecting world transportation?

MAN'S BASIC NEEDS

What are man's basic needs?

Ask students to list them, then clip pictures from the newspaper showing how modern man meets his basic needs. Students may wish to make a chart comparing the way modern man meets the same problems the cave man once did. (Examples: He buys his food instead of raising most of it or killing it himself; he buys a home instead of finding a natural home

in the woods or the rocks, etc.)

YOUR LOCAL COMMUNITY

Ask students to pretend they have a penpal in another state who wants to know what life is like in the Lehigh Valley.

Instead of writing pages and pages of description and sending dozens of photos, your students can make a notebook of newspaper clippings and pictures concerning life in the Lehigh Valley.

At the end of the notebook, have students add their own comments to explain the culture of their area.

LOCAL GOVERNMENT, ELECTIONS

Local election coverage can be a useful tool in teaching a unit on local government. Have students research the jobs of various officials, then examine the platform each candidate proposes.

Hold a mock election, and ask students to support their choice for office. Compare the results of the class election to those of the community election.

COMMUNITY CALENDAR
News Center

To help your students become aware of what's happening in their community, choose a bulletin board display case to serve as the location of a calendar of events.

Make students responsible for combing the newspaper for stories or ads about local musicals, art exhibits, class plays, concerts, sporting events or group activities that might appeal to people their age.

Students can make small posters "advertising" each event to be included on the bulletin board.

HISTORY AS CURRENT EVENTS

News Writing

Turn history into current events by turning your class into a news staff. The result will be a fun-filled activity your students will want to repeat.

Have your students pretend they are reporters stationed at the scene of a famous historical event, such as the Plymouth landing. Students will have to research the event carefully in encyclopedias and history books in order to write a detailed account of what happened.

Students might also want to make drawings to accompany their stories as news photos. If so, they can also write captions for them.

Advanced classes can turn the activity into a serious study of news writing by copying the style used in the daily newspaper. The most important information of the article is located right at the beginning. The "5 Ws" -- (who, what, where, when and why) -- go in the first and second paragraph, followed by supporting details.

Students might also enjoy writing editorials about historic events as if the events just happened.

RECURRING THEMES IN HISTORY

Ever consider teaching a lesson about the Civil War from the daily newspaper? Or a lesson on the Monroe Doctrine or the colonization of America?

Lessons such as these can be taught through comparison, following this list of recurring themes:

1. Labor vs. Management
2. Civil Rights and Liberties vs. State and Social Welfare
3. Radical Dissent vs. Social and Political Consensus
4. Ruralism vs. Urbanism
5. Federalism vs. States' Rights
6. Foreign Involvement vs. Isolationism
7. Realism vs. Idealism in Foreign Policy
8. Minority Rights vs. Majority Rights
9. Violence (war) vs. Law and Order (peace)
10. Conservation vs. Development

A study of the Civil War could be coupled with a study of the war in Northern Ireland or the Vietnam War. Both illustrate the themes "Minority Rights vs. Majority Rights" and "Violence vs. Law and Order."

By combining history with current events, history will come alive for students and their retention will be increased.

CAPITALISM VS. SOCIALISM
Advertising and Free Enterprise

With the aid of several full-page ads, conduct a discussion on the U.S. economic system -- capitalism -- and how it differs from socialism.

How do ads reflect competition? How would this ad look if it appeared in a socialist newspaper?

FREEDOM OF THE PRESS
Democratic Principles

Freedom of the Press is guaranteed under the First Amendment of the Constitution, but do your students know what it really means?

Have your students scan the newspaper for articles that would not be printed in the newspaper of a Communistic or totalitarian country. Clip the articles out and put them aside.

How many articles are left? Would your students be satisfied reading a newspaper made up of the remaining articles?

POLITICAL LOBBIES

Although news of political lobbies isn't always splashed across the front page, lobbies and their behind-the-scenes actions can often be traced in news articles.

For instance, which lobby is fighting stricter gun control? (NRA -- National Rifle Association) And, who recently made news in a fight against high malpractice insurance rates? (AMA -- American Medical Association)

Ask students to clip articles concerning new bills and impending legislation. Who would be in favor of the bill's passage? Who would be against it?

How many lobbies can your students list?

HOW IS A BILL PASSED?

When a new bill is passed on the state or local level, headlines are made. But, the newspaper seldom explains the steps a bill must go through before it is passed.

Ask students to look through the newspaper for articles concerning new bills under consideration.

Who introduced the bill? What steps has the bill gone through so far? How do lobbies play a part in the passage of the bill? What happens when a bill is defeated?

Ask students to make a chart to answer these questions, outlining the steps a bill must follow before it is passed.

BILL OF RIGHTS

To help students gain a better understanding of their freedoms as guaranteed under the Constitution, make copies of the Bill of Rights and give one to each student. Discuss what each amendment means to them.

Ask students to scan the newspaper for news showing at least one of our basic rights in action. Students may wish to clip the article, underlining the significant sentences.

ECONOMICS
Strikes

Use an article about a recent strike as the take-off point for a lesson about strikes in general.

Why do employes go on strike? Why did the employes described in the article go on strike? (specifics) What would entice them to go back to work?

If the company raises the employes' wages, how will the company be affected? How will consumers be affected? If the company does not raise the workers' wages, how will the company be affected? How will consumers be affected?

Have your students write editorials about the strike. Should strikes such as this be permitted?

Or, have three students act out the conditions of the strike. One student can play the role of the worker, another the role of the consumer, and a third the role of company president.

ECONOMICS, CURRENT EVENTS

The system of free enterprise is a delicate balance between profits and losses. The least factor can upset this balance.

Ask your students to scan the newspaper for news of anything that could affect the economy, such as increased taxes, poor weather conditions, population increases or decreases, technological advances or fads.

ECONOMICS
The role of economics in world crises

When revolutions and wars erupt throughout the world, violence and casualties make the news. Often, little attention is given to the underlying economic factors of the war.

With the aid of the newspaper, discuss a war or revolution currently in progress. Are there any underlying economic reasons for the war?

Compare this war to others throughout history that may have had a similar economic beginning.

DEBATES
Contemporary Issues

Teach students the importance of backing up their statement with fact by organizing a debate on a controversial issue being covered by the newspaper. (Examples: flouridation; preservation of a historical landmark; opening of a local teen center.)

Each debating team should compile a battery of facts, quotes and statistics supporting their argument. Facts may be gathered from newspapers, books and magazines.

In preparation for the debate, ask all your students to read newspaper articles concerning the debate topic so they will be familiar with the issue.

ATTITUDES
Prejudice, Stereotypes

Select a newspaper photo showing a run-down building, old automobiles or cluttered sidewalks to use in a discussion of attitudes and stereotypes.

Prepare a sheet of questions including the following:

1. Would you expect this neighborhood to be populated primarily by a.) whites b.) blacks c.) either.
2. Would the father of a family in this neighborhood probably be a.) a white collar worker b.) a laborer c.) collecting unemployment?
3. etc.

A picture of a well-kept home in a suburban neighborhood can be used with the same set of questions. Tabulate their responses. Discuss how the students arrived at their conclusions. What is a stereotype? How can stereotypes be dangerous? How do editorial cartoons use stereotypes?

ATTITUDES
Women's Lib

The women's liberation movement isn't making headlines as much as it used to. But the basic issues of the movement still exist. Help your students understand these issues

by leading a discussion about the classified ads in your newspaper.

Under "Help Wanted," you will find a number of jobs that have been traditionally considered either male or female jobs. Make a list of the jobs, and ask your students to rate them in order of pay benefits.

Which jobs rate higher? -- the traditionally male or female jobs? Is this fair? (A debate might be organized.)

Which jobs are becoming more open for applicants of either sex?

Ask one student to act as a male applicant, another to act as a female applicant and a third to act as a personnel director. Both applicants are seeking the same job -- that of a sales representative for the company. What sort of questions would the personnel director probably ask? Following the "interviews," ask your class to decide which applicant is probably best suited for the job.

Research topic: What gains have groups such as NOW (National Organization for Women) achieved since the Women's Lib movement began?

YOUTH PROBLEMS

Crime

Newspaper articles on crime can be used to help youths understand their own behavior.

For instance, ask your class to scan the newspaper for articles about youths and the law. What are some of the most common crimes among youths? (vandalism; underage drinking; disorderly conduct, etc.)

Why do youths participate in these activities? (peer pressure, anger, etc.)

Debate: Should young law offenders be treated as adults in matters concerning the law?

ADDITION AND SUBTRACTION

Make up a fictitious grocery order based on the food ads in the newspaper. Ask your students to pretend they are shopping at one of the stores advertised in the paper, and find the total amount of their food order.

Include several items which are featured in discount coupons.

To figure the total price of the order, students will have to subtract (coupon discounts) as well as add.

MULTIPLICATION AND DIVISION

Newspaper ads for automobiles often quote the average miles a car is expected to get per gallon of gas. Using a car ad, have your students figure the cost of maintaining a car on an imaginary trip.

Figure the total distance of the trip.

What would the total cost of gas be if gas sells for $1.15 a gallon?

How far can the car travel on two gallons of gas? Five gallons? Twelve gallons?

DIVISION

Divide the price of a month's rent into the cost of a house advertised in the classified ad section of the newspaper. How long would it take a family paying rent to buy a home for the price advertised in the paper?

SHOPPING THROUGH THE NEWSPAPER
Budgeting

Throughout the week, reward students with play money instead of grades. Then, at the end of the week, ask them to "shop" through the newspaper for something they would like to buy. The item they choose must be within their "budget."

MANAGING MONEY

Ask students to select one expensive item from a newspaper ad (automobile, camping gear, boat, swimming pool, etc.) and figure

how long it would take them to save their allowance for the item if their allowance were $1.50 a week, $2.00 or $5.00.

How would a savings account help? (interest accumulates)

Instruct students to look for the lowest advertised price.

MANAGING MONEY
Budgeting

Ask your students to pretend they are each part of a family of four. The father of each family brings home an annual salary of $20,000.

Draw up a budget based on rents, prices of houses, cars, clothing, food, etc. as stated in classified and display ads throughout the newspaper.

Which parts of the budget represent necessities? Which end up as luxuries?

MANAGING MONEY
Budgeting

Have students pretend they must each buy enough food for a family of four for one day (three meals) with $25.00.

Food ads from the newspaper can be used as an index of current prices.

Were the meals they planned nutritious as well as economical?

MANAGING MONEY
Taking a loan, interest payments, sales tax

Ask each of your students to choose the car they would like to buy, based on the classified ad section of the newspaper.

What would the required down payment probably be?

What would the price of the car be with the cost of state sales tax added on?

Look through the newspaper for an ad stating the interest rates on loans at various local banks. Figure the total cost of the car

if paid in monthly installments. Compare this to the total price of the car if purchased with cash.

Add the cost of registering the car with the state department of transportation. What is the total cost of the car?

How many additional expenses can your students list? (state inspection, tune ups, general maintenance -- tires and oil, insurance, etc.)

PERCENTAGES

As an exercise in figuring percentages, ask your students to choose the ten cars they would most like to have from the classified ad section of the newspaper, and calculate the sales tax on each.

PERCENTAGES, MANAGING MONEY

Many newspaper ads announce "10 per cent off" merchandise at local stores. Have your students compute the original price of the items from the information given. (If the original price is listed, dictate the problem and have them check their answers against the newspaper ad.)

Students might enjoy writing their own reading problems based on ads using percentages.

PERCENTAGES

On Wednesday and Thursday, when food advertisements are the heaviest, choose two full-page ads showing the specials at two competing markets.

Make a list of all the items advertised at both stores, including the price of the items at each store.

Ask your students to calculate the percentage of difference in price for each item.

ESTIMATING

Choose several food ads from the newspaper and circle items advertised as "4 for 69¢" or "7 for 99¢." Ask your class how they can figure out the approximate cost of one item without

using a pencil or paper.

Demonstrate estimating and rounding off numbers. Then, have students practice, using ads from the newspaper.

DIVISION

Using a full-page grocery ad as a worksheet, ask your students to find the least expensive item advertised on the page.

Remind them to figure the price of single items advertised "7 for $1."

AVERAGES

Ask your students to study the classified ad section of the newspaper, and find the average price of a 2-bedroom apartment.

AVERAGES

Determine the average salary offered for specific jobs such as machinist, auto mechanic, dishwasher, secretary, etc. by studying the classified ads.

AVERAGES

Clip the weather report from the newspaper every day for a week, then have students figure the average weekly temperature.

The same can be done for rainfall and the weekly temperature for any of a dozen major cities reported daily.

AVERAGES

Using the classified ads as a shopping guide, ask students to pretend they are shopping for a used Volkswagon or Chevy, or any other common automobile.

List all of the cars advertised fitting that description, then figure the average price of a used car of that make.

What differences are cited in the ads to account for the differences in price? (year, mileage, condition, etc.)

MODERN MATH -- SETS

Have your students cut out headlines that mention sets of people

or objects. (Examples: "Students create playlot from assorted junk," "200 attend gathering at Zionsville school," etc.)

Look within the article for subsets, unions, intersections and null sets.

MEASUREMENT

As part of a unit on measurement, ask your students to write their own reading problems based on the prices and quantities advertised in the day's paper.

Example: When Mrs. Schaffer read the newspaper, she noticed butter advertised at $1.20 a pound. Her recipe calls for 8 oz. of butter. How much will Mrs. Schaffer have to spend for butter?

LARGE NUMBERS, AVERAGES

Using the classified ad section of the newspaper, find the prices of six different homes for sale. Ask your students to arrange the prices in order from the least expensive to the most expensive.

What is the average price of a house, based on the six chosen from the classified ads? What is the total price of the six?

Ask your class to write reading problems based on the six homes.

BASE NUMBERS

Ads for clothing, food or home appliances can become worksheets for a math lesson when students are asked to convert the ad to a different mathematical base.

For instance, how much would a pound of bananas cost in base 2? How much would a home cost in base 15? What would your favorite team's score be in base 12?

WORKING WITH METRIC

Find the weather report in your daily paper and ask students to convert the temperatures into Centigrade.

Because Centigrade readings are unfamiliar to many, your class might enjoy writing fictitious first person accounts

of what a day would be like with nothing but metric measurements.

WORKING WITH METRIC

Ask students to look through the newspaper for ads using some form of measurement (food ads, home improvement materials, lawn and garden products, etc.). What is the proportion of ads using metric measurement to ads using English measurement? Were any ads in metric and English measurement?

Have students convert the ads using English measurement to metric.

FRACTIONS

Have students turn to the Family or Women's section of the newspaper for the "recipe of the day." As an exercise in using fractions, have them cut the recipe quantities in half, then increase the recipe to serve at least 10 people.

SPORTS AS MATH
Addition and subtraction, associative and commutative properties

Addition and subtraction problems can be developed from the won-lost columns of many sports.

In baseball, have your students compute box scores of total number of hits, runs and errors made in a game or series of games. Compute comparable information for football (yards gained or lost), basketball (percentage of shots attempted and made, free throws attempted and made), etc.

The sports results can also be used to teach the associative and commutative properties of addition.

SPORTS AS MATH
Ratios

Many ratio problems can be developed from the newspaper, but one of the most popular sections for creating ratio problems is the sports section.

Example: If the White Sox won 19 of their first 27 games, how many games will they probably win during their 162-game season? ($19/27 = x/162$)

Example from a food ad: If apples are selling 6/99¢, how much

would 14 apples cost? (6/99 = 14/x)

SPORTS AS MATH
Decimals, percentages

Ask your students to turn to the sports section of the newspaper and cut out the box score of one of their favorite teams.

Have them figure the percentage of each team a.) if it wins the next game, and b.) is it loses the next game.

Draw up sets of standings based on both figures. One of those sets will be a "crystal ball" look into tomorrow's sports stories. Which will it be?

SPORTS AS MATH
Graphs

Ask your students to choose one favorite team from each of the leagues currently in season.

Using the daily newspaper sports section, have your class keep a bar graph showing the wins and losses of each of their favorite teams. Across the horizontal axis, draw two columns for each team, labeling one column "wins" and the other "losses." Record the number of games played along the vertical axis.

At the close of the season, convert the final statistics for each team into circle or pictographs.

SPORTS AS MATH
Subtraction

Utilize the baseball reports in a lesson on subtraction by asking students to find the batting averages of their four favorite baseball players and list them in decreasing order of batting average.

How many points difference is there between the highest and the lowest?

GRAPHS

Save examples of various types of graphs appearing in the daily paper for use in a unit on graphs. Which type is the most

common? (circle, line, pictograph or bar graph)

STOCK MARKET
Understanding the newspaper listings

Introducing your students to the stock market is not difficult, and it can be lots of fun.

Stock listings are interpreted as follows:

1. The number that appears immediately after the name of the company is the dividend amount (the stockholder's share of the profits) that the company is expected to declare on each share of stock that year.
2. The number that appears as the next entry under the "Sales per Hundreds" column indicates the shares of stock sold that day multiplied by 100.
3. Under "High," readers will find the highest price paid by a buyer that day. (interpret as dollars)
4. Figures listed under "Low" indicate the lowest price paid by a buyer that day.
5. Figures under "Last" show the last prices of the day.
6. Figures under "Change" show the amount of fractional change between the closing price of the day and the closing price of the previous day.

INTERPRETING STOCK MARKET FRACTIONS

The prices of stock published in the newspaper are interpreted in dollars and fractions of dollars so that 23¼ would be $23.25. Have your students convert the prices of ten stocks to dollars and cents.

Also, have them compute how much 20 different stocks gained or lost by converting the fractions in the "Change" column to dollars and cents.

INVESTING IN STOCKS

Assign each class member the role of stock broker, hired to invest $1,000 in the stock market.

To make their purchases wisely, urge them to study the stock market listings carefully. Each may invest in as many or as few corporations as they wish, as long as they don't exceed $1,000.

Ask students to keep a daily record of their stocks' progress. At the end of the week, have them "sell" all their stock and compute how much they earned or lost.

Who was the best stock broker?

WHO'S WHO IN MODERN SCIENCE

In conjunction with a study on famous inventors and scientists, ask your students to clip any information they find in the newspaper relating to modern science personalities.

Use the articles and pictures in a bulletin board display entitled "Who's Who in Modern Science." And, discuss:

-- Why was this person in the news?
-- How does this person's work affect us?
-- Can you think of any other scientists that might have provided a basis for this person's work?

THE TRUTH ABOUT HOROSCOPES

Daily horoscopes have long been a favorite with newspaper readers. But, are horoscope listings really accurate?

Ask each of your students to read their horoscope for a week, keeping track of its accuracy day by day. (Horoscopes appear daily in the Evening Chronicle and weekly in the Sunday Call-Chronicle.)

In addition, have them investigate the following questions:

-- Where did astrology originate and when? (Mesopotamia, 3000 BC)
-- What, by definition, is a "zodiac?" (see dictionary)
-- Who created the zodiac and its signs? (Greeks)
-- How do astrology and astronomy differ? (check dictionary definitions)
-- Is astrology regarded as a science today? (no)

FIRE SAFETY

In preparation for a lesson on fire safety, have your students clip newspaper articles about fires.

Discuss: The fires mentioned in the newspaper were destructive. But, fires are not always harmful. How can fires be helpful? (clearing a field, cooking our food, giving us heat, etc.)

How many rules of fire safety can you list? Which rule could have prevented the fire described in each of the newspaper articles?

ELECTRICITY

With the advent of the energy crisis, more people became aware of the importance of a source of power often taken for granted -- electricity.

Introduce a unit on electricity by having your students clip newspaper photos or drawings of anything powered by electricity.

Use the pictures as a take-off for the creative writing assignment "What My Life Would Be Like Without Electricity."

LIGHT

A unit on light and reflection can be introduced by clipping all the photographs from a day's newspaper, then asking students how they would like a newspaper without any photos at all (show sample).

Photography is dependent on reflection and the reaction of light-sensitive film.

What is the role of photo-journalism?

MACHINES

Ask your class to collect newspaper articles, pictures and ads illustrating how machinery helps man do his work. The collection can include such items as power tools, construction machinery, transportation vehicles, etc.

How did man do his work before each item was invented?

SIMPLE MACHINES

How many familiar household items illustrate the basic six simple machines? (lever, wheel and axle, pulley, screw, wedge and inclined plane)

Ask your students to look through the newspaper, clipping pictures of articles which illustrate at least one of the six simple machines.

Examples: automobile -- wheel and axle; shovel -- lever; garage door opener -- pulley; record player -- wheel and axle.

INVENTIONS IN OUR EVERYDAY WORLD

Televisions. Polaroid cameras. Electric razors. Transistor radios. All of these items are familiar to us. But, none of them existed until 50 years ago.

Ask your students to check the newspaper for pictures of objects invented within the last 50 years. If the item is a labor-saving device, discuss how people managed before it was invented.

Arrange pictures of the objects on a timeline separated into decades from 1920 to the present. Are there any other inventions that could be added? For a complete list of inventions and the year of their introduction, check the World Almanac.

Who were some of the world's greatest inventors?

COMMUNICATION

Early man devised his own system of communication, including cave paintings, sign language and simple utterances.

Have your class research the first forms of communication and compare them to the modern forms of communication today.

How does the mass media -- radio, television, newspapers and magazines, movies, bulletin boards and handbills -- play a vital role in our daily communication? What are the advantages and disadvantages of each type of mass media?

TRANSPORTATION

Introduce a unit on transportation with the daily newspaper. Ask your students to look through the newspaper for articles or pictures concerning some mode of transportation.

When they have finished, make a complete list of the major forms of transportation today. (auto, plane, ship, rail, walking, riding animals, bicycle, etc.) What are the advantages and disadvantages of each? Which do your students use in their daily lives?

SEASONS, THE EARTH'S ORBIT

As part of a study of the earth's orbit and changing seasons, have your students chart the times of sunrise and sunset for a week. (Times are published daily in the Evening Chronicle.)

Explain the reason for slight variations in time and project the times of sunrise and sunset for several days to come.

WEATHER

In conjunction with a unit on the weather, have your class act as meteorologists, predicting the local weather day to day.

To predict the weather as accurately as possible, have them check the following:

- -- temperature
- -- cloud formations
- -- humidity
- -- wind direction and speed

Check their prediction with the weather report in any of the Call-Chronicle newspapers.

WEATHER

Create a weather corner in your room with just an empty bulletin board, some thumb tacks, a student-drawn map of the U.S. and several cardboard weather symbols similar to the ones used in television weather reports.

Ask a different student each day to study the television weather report and the newspaper report, then give a weather report for the class. How does the weather in various parts of the country affect local weather conditions?

WEATHER
Vocabulary

Ask your students to open their newspapers to the weather report and make a list of as many different weather words as they can find.

Are there any words they don't understand?

Add the weather words to a weekly spelling list or use them with a bulletin board display on predicting the weather.

(Examples of weather words: anamometer, barometric pressure, forecast, temperature, sunny, precipitation probability, wind velocity, cloudiness, flurries, accumulation, variable.)

WORKING WITH METRIC

Find the weather report in your daily newspaper, and ask students to convert temperatures into Centigrade.

Because Centigrade readings are unfamiliar to many, your class might enjoy writing fictitious first person accounts of what a day would be like with nothing but metric measurements.

WORKING WITH METRIC

Ask students to look through the newspaper for ads using some form of measurement (food ads, etc.) What is the proportion of ads using metric measurement to ads using English measurement? Were any items advertised in both metric and English measurement?

Have students convert the articles advertised with the English system of measurement to metric.

GRAPHS

Math and Science can be combined for a practical study of graphs. Day to day, have students check the newspaper for high and low temperatures. Then, plot the figures on a graph.

In several weeks, interpret the graph.
-- Which day had the highest temperature?
-- The lowest?
-- Is there any evident pattern or trend to the figures?

Convert the graph to one of several other types of graphs (bar, pictorial, line).

HEALTH
Nutrition

Challenge your students to a real-life activity based on budgeting and nutritional planning.

Distribute a copy of Wednesday's or Thursday's newspaper to every student, and ask them to plan a nutritional full-day menu for a family of four based on the food ads. (Wednesday's and Thursday's editions contain the greatest number of food ads.)

Repeat the activity, asking students to stay within a $10 budget for one day's meals. Who can create the least expensive menu still meeting nutrition standards?

HEALTH
Good grooming, good posture

As part of a lesson on good grooming and good posture, have your students cut pictures out of the newspaper for use in collages on "Good Grooming."

What makes a well-groomed person? List the characteristics of a well-groomed person. How does posture affect a person's appearance?

HEALTH
Addictions

U.S. health officials repeatedly warn Americans against the three forms of addiction commonly found -- alcohol, drugs and nicotine.

Clip and study any newspaper articles about these three addictions. How does one become addicted to something? Can an addiction problem be cured?

Create a booklet or bulletin board display using the articles your class found.

HEALTH
Nutrition

As part of a study of nutrition and the basic seven food groups, have your students make posters about proper nutrition, including pictures of food from newspaper ads.

HEALTH
What is the FDA?

The most important task of the FDA is safeguarding the public from substandard food, drugs and medical devices. Ask your students

to watch the newspaper for articles about the FDA, then have someone give a report on the FDA with examples of how the FDA helps each of us.

ECOLOGY

Pollution study

Invite your class to become pollution snoopers by looking for pollution problems in their community and combing the daily newspaper for articles, photos and editorials about health hazards in the local area.

Student snapshots, newspaper photos, editorials and news stories can be compiled into a scrapbook or displayed on a bulletin board entitled "Pollution -- It Can Happen Here!"

CONSERVATION

Students interested in conservation or wildlife might enjoy making scrapbooks of Mark Trail color comics clipped from the Sunday Call-Chronicle. Comic strip scrapbooks can be kept as part of the class library, referred to in discussions about conservation or used with slow readers.

Students might also use the comic strips as examples for their own comic strips on conservation or ecology problems.

SHOPPING WISELY
Computing sales savings

Many newspaper advertisements announce sales with percentages of savings. Example: "20% off all summer merchandise."

Create a number of arithmetic problems for your students based on ads with percentages.

If an ad says "20% off all summer merchandise," list the original prices on the chalkboard, and ask students to compute the sales prices. Or, list the sales prices and ask students to compute the original prices.

SHOPPING WISELY
Comparison shopping

Ask each student to tear two full-page food advertisements (different stores) from the newspaper.

Have them make a list of all items advertised in both stores and the price of the item in each store. Which store offers the best bargain on each item?

Have students total the amount of the items at each store. Compare the totals. Would it be worth shopping at one store instead of the other?

SHOPPING WISELY
Computing savings

Ask each of your students to find a full-page grocery ad in the newspaper.

Are there any items advertised in groups, such as "4 for $1?" Make a list of all the items advertised in groups, and ask students to compute the price of one item in each group.

Check advertisements from other food stores. Are group prices really a bargain?

SHOPPING WISELY
Preparing a menu and meeting a budget

Ask each of your students to pretend they must buy enough food to provide four people with three meals -- breakfast, lunch and supper. Their budget is $10.

Help students plan inexpensive but well-balanced meals based on prices quoted in the newspaper.

SHOPPING WISELY
Budgeting

Plan a seasonal wardrobe for a family of four, including a teen-age boy and girl. Ask students to estimate the cost of the clothes, then "shop" for the clothes through newspaper ads.

Encourage students to comparison shop, and when they feel they have completed the assignment, have them total up the amount "spent." How close did they come to their estimate?

If their estimate had been a budget, which articles would they probably do without in order to meet the budget?

SHOPPING WISELY
Supply and demand

Ask your students to find a picture of something they would like to have which is advertised in the newspaper.

Discuss:

1. If five stores in the local area were selling this item, which store should the shopper go to? (the store selling the item for the lowest price)
2. Can your students think of any reasons they might not go to the store with the lowest price? (the store might not offer delivery of the item; another store might offer savings stamps; one store might be within walking distance; the store with the lowest price does not sell food, and in addition to shopping for that particular article, you planned to go food shopping; etc.)
3. If only one store were selling the item a student wanted, would the price probably be higher or lower than if five stores were selling the same item? (higher)
4. If a store manager had 100 identical items and few people wanted them, would the price probably be high or low? (eventually, it would probably be low)
5. How does supply and demand affect prices?

FACTORS AFFECTING PRICES
Production problems

How are prices affected by strikes and labor disputes? Study current news articles about labor problems, and ask students to follow-up on how the strike affected the prices of related products and services.

A graph of prices might be kept during the strike and several weeks after the strike.

Discuss: Should strikes be permitted? Who really pays for increases in salary and additional benefits? (the consumer public)

FACTORS AFFECTING PRICES
Transportation, supply and demand

It is a well-known fact that prices vary from country to country. But, prices vary from section of the U.S. to section, too. Do your students know why?

Start a discussion similar to the following, using a food ad from the newspaper as a reference:

-- Which of the products shown on this page were probably grown in the Lehigh Valley?
-- Which could be from Pennsylvania? Or from the northeastern U.S.?
-- Which products definitely are not from the northeastern U.S.?
-- Why can't they be produced in this area of the country? (improper climate, soil, etc.)
-- How does transportation of these goods to Pennsylvania affect the final price of the goods in the market? (the longer the distance shipped, the higher the price)
-- Why do prices vary throughout the U.S.?

FINANCING

Ask each of your students to find a car listed in the classified ads. If they could buy the car, what would the required down payment be?

What would the price of the car be with the cost of state sales tax added on?

Look through the newspaper for ads stating interest rates

on loans at various local banks. Figure the total cost of the car if paid in monthly installments. Compare this to the total price of the car if purchased with cash.

Add the cost of registering the car with the state department of transportation. What is the final cost of the car?

How many additional expenses can your students list? (state inspection, tune ups, general maintenance (tires, oil), insurance, etc.)

YEARLY INCOME

Budgeting

Ask your students to pretend they are each part of a family of four. The father of each family brings home an annual salary of $20,000.

Draw up a budget based on rents, prices of houses, cars, clothing, food, etc. as stated in classified and display ads throughout the newspaper.

Which parts of the budget represent necessities? Which represent luxuries? How much should be set aside for savings and investments?

MONEY MANAGEMENT

One of the most difficult tasks related to managing money is deciding what you can live without. The proper management of money includes three fundamentals:

1. Use of income for ESSENTIALS.
2. Use of income for SAVINGS and INVESTMENTS after essentials.
3. Use of income for NON-ESSENTIALS.

Ask your students to clip pictures of items advertised in the newspaper. Separate the pictures into each category described. Explain why students' decisions may differ.

FINDING A JOB

Use the classified ads to simulate an experience in job hunting. Ask students to look for the following:

-- Which jobs are numerous?
-- Which jobs seem to be filled?

-- How does the availability of jobs relate to the state of the general economy?

Have students choose a job they think would interest them, looking for the following things:

-- requirements and prerequisites for the job
-- pay
-- how pay is given (salary, piece rate, hourly)
-- availability of overtime work
-- benefits

Would the salary offered enable each student to live in the manner to which he is accustomed? Have each student create a living budget based on prices for apartments, food, cars, etc. listed in the newspaper.

INTRODUCTION TO THE STOCK MARKET

Investments

Introducing your students to the stock market is not difficult, and it can be lots of fun.

Stock listings can be interpreted as follows:

1. The number that appears immediately after the name of the company is the dividend amount (the stockholder's share of the profits) that the company is expected to declare on each share of stock that year.
2. The number that appears as the next entry under the "Sales per Hundreds" column indicates the shares of stock sold that day multiplied by 100.
3. Under "High," readers will find the highest price paid by a buyer that day. (interpreted as dollars)
4. Figures listed under "Low" indicate the lowest price paid by a buyer that day.
5. Figures under "Last" indicate the last price of the day.
6. Figures under "Change" show the amount of fractional change between the closing price of the day and the closing price of the previous day.

INTERPRETING STOCK MARKET FRACTIONS

Investments

The prices of stock published in the newspaper are interpreted

in dollars and fractions of dollars so that 23¼ would be $23.25. Have your students convert the prices of ten stocks to dollars and cents.

Also, have them compute how much 20 different stocks gained or lost by converting the fractions in the "Change" column to dollars and cents.

INVESTING IN STOCKS

Assign each class member the role of a stock broker, hired to invest $1,000 in the stock market.

To make their purchases wisely, urge them to study the stock market listings. Each may invest in as many or as few corporations as they wish, as long as they don't exceed $1,000.

Ask students to keep a daily record of their stocks' progress. At the end of the week, have them "sell" all their stock and compute how much they earned or lost.

Who was the best stock broker?

ADVERTISING
What is "propaganda?"

Ask students to define the term "propaganda."

Many students are likely to have a negative image of what "propaganda" is, with associations of totalitarian brainwashing and group-think.

The proper definition of propaganda is "information ... deliberately spread widely to HELP or HARM a person, group, movement, institution, nation, etc."

How many aspects of the news fall under the general definition of propaganda? (advertisements, editorials, certain feature articles, certain comic strips, etc.)

ADVERTISING
Fundamentals of an ad

The following characteristics can be found in any good newspaper or magazine advertisement:

-- gets attention
-- shows advantages of the product
-- creates a need
-- persuades the reader
-- asks for action from the reader

Ask students to analyze several newspaper ads for these characteristics. Then, have them try creating their own ads. Stress simplicity in layout and design. Which words seem to show up over and over again in ads?

ADVERTISING

Fundamentals of an ad

Ask students what they think are the four most basic factors which motivate people to work or act. Their answers will probably be similar to the following:

-- recognition
-- love or romance
-- money
-- self-preservation

How does advertising appeal to these needs? Cut out specific examples of newspaper advertisements that cater to one of these basic interests.

OR ...

Study Maslow's "Hierarchy of Needs" in relation to advertising. As Maslow stated, humans have more energy than they need. They have enough energy to take care of their basic needs (food, shelter, thirst, etc.), so they continue looking for outlets for their energy, ascending a "hierarchy of needs" until their energy is exhausted.

(continued)

Tack a large replica of Maslow's chart on the bulletin board, and ask each student to cut out examples of newspaper ads which fall into one of Maslow's levels of appeal.

Why do ads for basic items such as food attempt to appeal to a higher level of need? (For instance, why might an ad for Jello show a family enjoying a picnic, stressing the family's approval when Mom brings on the dessert?)

Can your students think of any advertisements which use scare tactics, suggesting that people won't have security if they don't use a product? (mouthwash, deodorant, insurance, etc.)

ANALYZING AN AD

The following questions may be used to analyze an ad in depth.

To begin, ask each student to select one ad from the newspaper on the basis that the ad appealed to him.

1. Why did the ad appeal to you? (color, setting, calmness, etc.)
2. In what way does the ad --
   stir the imagination
   show humor
   arouse curiosity?
3. Does the picture suggest emotional feelings? How?
4. Which sex does this ad appeal to? Who would want the product?
5. Are any symbols used in the ad? How do these symbols make you feel?
6. What can the product be used for? (work, leisure, home, play, garden, etc.)
7. How many people are needed to make the product functional?
8. What income range does the ad appeal to?
9. Will this product be around in five years?
10. Is the price asked for the product a fair price? Why or why not?
11. How accurate is the ad's representation of the product?
12. What ONE thing would influence you to buy the product advertised?
13. Is the purchase of the item advertised restricted in any way? (one per customer, cash and carry, no phone orders, store hours only, limited number of days, etc.)
14. Is this ad successful? Why or why not?

ADVERTISING
Vocabulary

What are the most persuasive words in the English language?

According to Yale's Psychology Department, the 12 most persuasive words are probably:

you	save	health
money	new	proven
discovery	easy	love
results	free	guarantee

Have students go through the ads in one day's newspaper and circle or underline each of the 12 persuasive words from the Yale list. Are there any words they would add to the list?

ADVERTISING
Vocabulary

Slogans and symbols are often promoted as much or more than a product itself.

How many of these symbols or slogans can your students find in newspaper ads? Make a collection.

What do symbols and slogans really tell readers about a product?

ADVERTISING
Pricing

Prices are rarely round figures. For instance, merchants seldom price items at an even $10, $200 or $50.

How many examples of "bargain pricing" can your students find in newspaper ads?

ADVERTISING
Persuasion techniques

The following persuasion or "propaganda" techniques often appear in advertising. How many examples of persuasion techniques can your students find in newspaper and magazine ads?

1. Bandwagon -- "Everybody's doing it" or "It's common knowledge that we are best."

2. Testimonial -- "Edward G. Robinson drinks our coffee."

3. Plain Folks -- "Howdy, neighbors. Welcome to our program this morning" or "You people are like the friendly folks in my town."

4. Snob Appeal -- "Original creations by Madame L'Exclusive."

5. Name Calling -- "Red," "Reactionary," "Beatnik," "Rebel."

6. Glittering Generalities -- "Absolute honesty," "Right to work," "American," "The Democratic way."

7. Transfer -- Using a picture of a mother and child to transfer our feeling of love to whatever is being advertised. Or using a picture of a flag to lend patriotism to whatever is being advertised.

8. Slanted Words or Phrases -- "Tested in the laboratory," "4 out of 5 recommended," "scientifically proven."

9. Card-stacking -- Using half-truths which cannot be denied, or whole truths which have no point in the discussion. Distorting or twisting facts, selective omissions, half-truths, incomplete quotations.